



## Meaningful Remote Learning Plan (MRLP) Sample 2

**Teacher:** Diane Sheline, M.A. Ed., TVI

**Date of Remote Learning:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Parent/Caretaker:** \_\_\_\_\_

**Platform:** Zoom, Google Documents

**Link for Connection:**

**Learning Goal:** Increase Sensory Efficiency Skills by encouraging visual attention to and recognition of the color red.

**Remote Lesson and Lesson Description:** Use of "Where is Elmo" (with Green Salient Features highlighted) .pptx and "Red" .pptx. During this lesson, the focus will be on Elmo's color red as well as the color red in the second PowerPoint.

**Goal Achievement:** When presented with two colors (one being red) on the black side of the All-In-One Board with a non-cluttered array, more than 10 inches in distance apart, the student will be able to touch the requested color (red) in 3 out of 5 attempts.

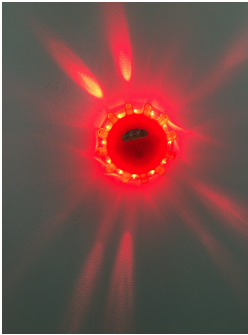
**Materials Supplied by TVI, COMS, Speech, PT, OT, Classroom Teacher, etc.:**

Brilliant, red, reflective mylar-like square and bright, highly saturated yellow square (approx. 6" by 6" in size)





Magnetic, battery operated red light



Sensory Bottles, one red and one green (may be filled with 2 or 3 familiar items)





“Red” .pptx Created by, Cindy Champagne, High Expectations VI Services, LLC



Red.pptx

Red Circle, by CVI Adventures Books and Activities and offered by, Teachers Pay Teachers for free



RedCirclePhasel.  
mp4

**Materials provided by Parent/Caretaker:** iPad, internet connection, All-In-One Board, small table/chair, black Invisiboard, Lightbox

### Extend and Apply:

1. Using the red square sent to you, play a game several times a day placing the square about 6 feet from student (without him seeing where you've placed it) then say, "Let's find the red square and stand on it".
2. Using the red magnetic light, play a game similar to the above, but place the light about 6 feet from the student (without him seeing where you've placed it) and then say, "Let's find the red light and touch it".
3. Placing first the red sensory bottle on the Lightbox, ask your child to find the "red bottle". Encourage your son to look for the "Big Pig" and then the "Little Pig" inside of the bottle. You can also do this same activity with the green sensory bottle, but have your son's favorite, familiar softball handy and encourage him to look for a small one in the bottle, just like his favorite one. Discuss the salient features of his favorite, familiar softball as he looks at the real 3D one and then searches for the small one inside of the green bottle. You might want to try to present both sensory bottles at the same time on the LightBox. Say, "Show me the red bottle", when working on color recognition.

### Provide Feedback:

Call scheduled for \_\_\_\_\_ (i.e. next day after lesson, date/time)



Light emitted from a target, backlighting a target or shined on a target is often beneficial and encourages children with CVI to use vision, but at times, it can also be a distractor. I can easily understand when you tell me that when you present the red sensory bottle on the LightBox, your son is more interested in looking at the light from the LightBox rather than the Sensory Bottle. I will send to you 2 black mats which can be placed on top of the LightBox. On the first mat, there is a single rectangular hole cut out and on the second mat, there are two rectangular holes cut out. Using these mats, you can present either one or two Sensory Bottles, and the light from the LightBox will be blocked out except for what shines through the Sensory Bottle(s).

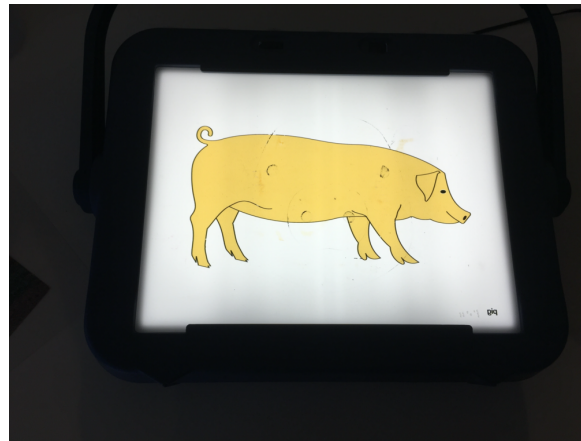


If you notice your son is having difficulty visually locating the “Big Pig” and the “Little Pig” inside of the red Sensory Bottle, remember to review the salient features we have discussed and noted in your son’s “Visual Dictionary”. Present the pictures on the LightBox to remind him of the salient features and use Comparative Language when talking about the pig. Use the larger toy pig from





the Jumbo Farm Animal Collection (Learning Resources) when discussing the pig's salient features.





If you are having a hard time getting your son to search for either the red square or the red light, limit or eliminate competing sensory input occurring during game time. There should especially be no unfamiliar noises or sounds (except your verbal prompt), and no tactual interruptions. You may need to review hints on how to control the sensory environments and these can be found at;

<https://www.youtube.com/watch?v=GErXRpwGZI&t=6s>

Identification of the color red can also be made into a game by using both a red and a green “Mardi Gras Bead Curtain” with your LightBox. See how to make a “Mardi Gras Bead Curtain” at;

<https://www.youtube.com/watch?v=-WllyaxrVkm&t=1s>

### **Focus on Learning:**

For more information on teaching the color red, see these helpful links below.

[www.pathstoliteracy.org](http://www.pathstoliteracy.org)

“Firetrucks DRAFT”



Firetrucks!  
DRAFT.pptx

At Teachers Pay Teachers, there are many resources on colors, including;

*Colors for Special Children*

<https://www.teacherspayteachers.com/Product/Colors-for-Special-Children-Black-Background-4327000>

*The Little Engine that Could*

<https://www.teacherspayteachers.com/Product/Colors-for-Special-Children-Black-Background-4327000>

Red Circle, by CVI Adventures Books and Activities and offered by, Teachers Pay Teachers for free

<https://www.teacherspayteachers.com/Store/Cvi-Adventure-Books-And-Activities>



For directions on how to make Sensory Bottles, see a variety of YouTube videos or:

<https://www.youtube.com/watch?v=76MTGCqFt5E>

As a follow up activity, read the CVI Friendly, modified version of, “*Pete the Cat: I Love My White Shoes*”. Use the different colored shoes as you get to that part in the book. Reinforce color identification with playing a game of color identification when given a choice of two, colored shoes. As your student makes progress, find more resources on “Pete the Cat” at”

<https://www.pathstoliteracy.org/strategies/pete-cat-rocking-my-school-shoes-accessible-ideas-children-multiple-disabilities>





Color Dancing – CVI Friendly

<https://www.youtube.com/watch?v=PHbwoiPITHE>

Learning Resources Jumbo Farm Animals

[https://www.target.com/p/learning-resources-jumbo-farm-animals/-/A-75569624?ref=tgt\\_adv\\_XS000000&AFID=google\\_pla\\_df&fndsrc=tgtao&CPNG=PLA\\_Toys%2BShopping&adgroup=SC\\_Toys&LID=700000001170770pgs&netw\\_ork=g&device=c&location=9027782&ds\\_rl=1246978&ds\\_rl=1248099&gclid=CjwKCAjwq\\_D7BRADEiwAVMDdHr47ZXinltfOiWb7sWm-m3e2LP2xrWtl-fuxt7ad8SsSMxldu3JG1BoC-wwQAvD\\_BwE&gclsrc=aw.ds](https://www.target.com/p/learning-resources-jumbo-farm-animals/-/A-75569624?ref=tgt_adv_XS000000&AFID=google_pla_df&fndsrc=tgtao&CPNG=PLA_Toys%2BShopping&adgroup=SC_Toys&LID=700000001170770pgs&netw_ork=g&device=c&location=9027782&ds_rl=1246978&ds_rl=1248099&gclid=CjwKCAjwq_D7BRADEiwAVMDdHr47ZXinltfOiWb7sWm-m3e2LP2xrWtl-fuxt7ad8SsSMxldu3JG1BoC-wwQAvD_BwE&gclsrc=aw.ds)

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For more in depth training on Service Delivery Platforms and Applications used for distance teaching, contact:

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